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ABSTRACT

The annotated bibliography provides abstracts of 36 research reports, bibliographies, seminar proceedings, collections of abstracts, and of six journal articles, all published since 1965, dealing with the various aspects of vocational education administration at the local level. The citations listed were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, three projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

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Bibliography Series No. 22

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LOCAL ADMINISTRATION OF VOCATIONAL EDUCATION: INFORMATION SOURCES

Compiled by

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The Center for Vocational Education
The Ohio State University
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PREFACE

The project staff of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) at The Center for Vocational Education has prepared and made available five bibliographies to assist others in applying for support of research projects in vocational education for Fiscal Year 1975. Each bibliography provides access to sources of information about one of five priority areas announced by the U.S. Office of Education pursuant to authority contained in Section 131(a) of Part C of the Vocational Education Act of 1963, as amended. It is hoped that these bibliographies will be genuinely helpful. Titles in this group are:

State Administration of Vocational Education: Information Sources
Local Administration of Vocational Education: Information Sources
Guidance, Counseling, Placement, and Follow-Through Systems: Information Sources
Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources
Curriculum, Demonstration, and Installation Studies: Information Sources

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INTRODUCTION

Administration of vocational education at the local level has been designated as a priority area for research projects to be sponsored by the U.S. Office of Education during Fiscal Year 1975. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Reports on completed work has been announced in Research in Education (RIE) or Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) or described in journal articles announced in Current Index to Journals in Education (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from among a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies, the time available, and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well. The items are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation.

The projects in progress cited were selected from among those listed in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, June, 1974). Additional information about these projects may be found in the above cited publication or from the project director listed.

SOURCES OF INFORMATION

Report Literature

ED010088 24
PROCEDURES FOR IDENTIFYING PERSONS WITH POTENTIAL FOR PUBLIC SCHOOL ADMINISTRATIVE POSITIONS.
MORPHET, EDGAR L. ; SCHULTZ, WILLIAM C.
California Univ., Berkeley.
Report No.-CRP-1076
Contract-OEC-SAE-9030
Pub Date JAN66 Note-346P.
EDRS PRICE MF-$0.65 HC-$13.16
Descriptors-Ability Identification/ *Administrative Personnel/ Administrator Role/ *Identification/ Individual Characteristics/ *Predictive Measurement/ Principals/ *Qualifications/ *School Administration/ School Districts/ School Environment/ Superintendents
Identifiers-BERKELEY/ CALIFORNIA
INFORMATION WAS DEVELOPED ON THE INDIVIDUAL TRAITS OF PUBLIC SCHOOL ADMINISTRATORS (SPECIFICALLY SUPERINTENDENTS AND PRINCIPALS), THE DIMENSIONS OF SOCIAL SETTINGS SURROUNDING THEIR ACTIVITIES, AND CRITERIA OF ADMINISTRATIVE EFFECTIVENESS FOR THE PURPOSE OF COMBINING MEASURES OF THESE VARIABLES IN SUCH A WAY AS TO PREDICT ADMINISTRATIVE SUCCESS. THIS STUDY FOLLOWED AN EARLIER COOPERATIVE RESEARCH PROJECT (677) IDENTIFIED AS THE PILOT STUDY. BOTH STUDIES WERE CONDUCTED TO DEVELOP BETTER PROCEDURES THAN THOSE AVAILABLE FOR IDENTIFYING PERSONS WHO HAVE THE POTENTIAL CHARACTERISTICS AND ABILITIES NEEDED TO SERVE EFFECTIVELY IN ADMINISTRATIVE POSITIONS OF PUBLIC SCHOOLS. DATA FOR BOTH STUDIES WERE OBTAINED FROM OVER 7,000 PERSONS (ALMOST 5,850 IN THE LATER PROJECT) IN SCHOOL DISTRICTS THROUGHOUT THE STATE OF CALIFORNIA BY MEANS OF QUESTIONNAIRES AND INTERVIEWS AND FROM PREVIOUS WORK IN THE SUBJECT FIELD. THE LARGE SAMPLE OF PERSONS USED INCLUDED SCHOOL BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, OTHER SCHOOL STAFF MEMBERS, TEACHERS, AND PARENTS. THE HYPOTHESIS OF THE STUDY WAS THAT THE PREDICTABILITY OF ADMINISTRATIVE EFFECTIVENESS FROM INDIVIDUAL MEASURES IS ENHANCED SIGNIFICANTLY BY CONSIDERATIONS OF THE TYPE OF DISTRICTS IN WHICH AN ADMINISTRATOR WORKS. ACKNOWLEDGING CERTAIN SHORTCOMINGS DISCUSSED IN THE STUDY, THIS HYPOTHESIS WAS STRONGLY CONFIRMED. SUCCESSFUL ADMINISTRATORS SHOWED DIFFERENT CHARACTERISTIC IN DIFFERENT TYPES OF DISTRICTS OFTEN CONSISTENT WITH STEREOTYPES. FOR EXAMPLE, SOME ADMINISTRATORS REFLECTED THE PROVINCIALISM AND CONSERVATION OF A SMALL SCHOOL DISTRICT, OTHERS, THE MORE SOPHISTICATED ATTITUDES IN A SUBURBAN DISTRICT. VIRTUALLY ALL OF THE MEASURES DERIVED THEORETICALLY PROVED TO BE EMPIRICALLY POWERFUL PREDICTORS OF ADMINISTRATIVE SUCCESS. (JH)

ED010096 24
A STUDY OF ADMINISTRATIVE ARRANGEMENTS IN DIFFERENT TYPES OF SCHOOL DISTRICTS.
HUGHES, LARRY W.
Ohio State Univ., Columbus.
Report No.-BR-5-8125; CRP-S-272
Pub Date 65 Note-196P.
EDRS PRICE MF-$0.65 HC-$6.58

Descriptors-*Administrative Organization/ Administrative Policy/ Administrator Role/ Group Behavior/ *Innovation/ *Leadership/ *Organization/ Organizational Climate/ Questionnaires/ *School Administration/ School Districts/ Surveys

Identifiers-COLUMBUS/ OHIO INNOVATIONS SURVEY/ ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE

THIS INVESTIGATION WAS TO EXPLORE THE POSSIBLE INFLUENCES OF ORGANIZATIONAL CLIMATE AND ITS ELEMENTS (AS DEPICTED BY THE CENTRAL OFFICE ADMINISTRATIVE PERFORMANCE TEAMS IN SELECTED SCHOOL DISTRICTS OF THE STATE OF OHIO) ON THE INNOVATIVENESS OF A SCHOOL DISTRICT. THE "ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE," WHICH SERVED AS THE MAIN DATA-GATHERING INSTRUMENT, HAD BEEN DETERMINED IN SEVERAL PREVIOUS STUDIES TO BE A USEFUL INSTRUMENT WHEN WORKING WITH INDIVIDUAL SCHOOL STAFFS. FROM THE SCHOOL DISTRICT SAMPLE OF THE 1964 OHIO INNOVATIONS SURVEY, 13 PREDETERMINED NONINNOVATIVE DISTRICT AND 11 INNOVATIVE DISTRICTS WERE SELECTED FOR DATA COLLECTION. THE MAJOR FINDINGS WERE AS FOLLOWS--(1) INNOVATIVE SCHOOL DISTRICTS EVIDENCED A MORE OPEN CLIMATE THAN NONINNOVATIVE DISTRICTS, (2) INNOVATIVE DISTRICTS WERE FOUND TO BE SIGNIFICANTLY LESS DISENGAGED AND EVIDENCED A HIGHER ESPRIT. NO SIGNIFICANT DIFFERENCES WERE OBTAINED FOR THE ELEMENT OF HINDRANCE, (3) NO SIGNIFICANT DIFFERENCES WERE FOUND WITH RESPECT TO THE GROUP BEHAVIOR ASPECT OF INTIMACY, (4) SUPERINTENDENTS IN INNOVATIVE DISTRICTS WERE PREDICTED TO EVIDENCE SIGNIFICANTLY LOWER ALOOFNESS, LOWER PRODUCTION EMPHASIS, HIGHER TRUST, AND HIGHER CONSIDERATION, ONLY THE COROLLARY INVOLVING HIGHER TRUST HELD, AND (5) FINDINGS ON SUCH OTHER ASPECTS AS RESEARCH EMPHASIS, BIOGRAPHICAL TEACHER CHARACTERISTICS, AND FINANCIAL PROGRAMS WERE ALSO OBTAINED. (JH)

ED025857 24 EA001955

ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF EDUCATIONAL PROGRAMS.

Eidell, Terry L., Comp.; Klebe, John A., Comp.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-8-0353

Contract-OEC-0-8-080353-3514(010)

Pub Date Nov 68 Note-19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Annotated Bibliographies/ Cost Effectiveness/ Course Evaluation/ Curriculum Evaluation/ Educational Change/ Educational Planning/ *Educational Programs/ Educational Quality/ *Evaluation Methods/ Federal Programs/ *Program Evaluation/ Public School Systems/ State Aid/ Systems Approach/ Teacher Evaluation/ Vocational Education

Sixty-four books pamphlets, papers, and journal articles published, for the most part, between 1964 and 1968 are listed in this annotated bibliography on the evaluation of educational programs on the elementary, secondary, and higher education levels. Topics covered include the evaluation of school subject programs, vocational programs, State aid programs, curriculum, educational planning, Federal programs, teaching quality, educational change, and educational outcomes and quality. Some entries pertain to the development and use of mathematical models and cost-benefit analysis for evaluative purposes. Emphasis is on the methods, procedures, models, and exemplars of educational program evaluation. (TT)

ED032431 VT009348

VOCATIONAL TECHNICAL AND CONTINUING EDUCATION IN PENNSYLVANIA. A SYSTEMS APPROACH TO STATE-LOCAL PROGRAM PLANNING.

Arnold, Walter M.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 69 Note-534p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors-Adult Education/ Economic Progress/ Educational Administration/ Employment Trends/ Population Trends/ Program Descriptions/ Program Evaluation/ *Program Planning/ Research Coordinating Units/ *State Departments of Education/ *State Programs/ State Surveys/ *Systems Approach/ Systems Concepts/ Technical Education/ *Vocational Education

Identifiers-*Pennsylvania

The Pennsylvania Vocational Education Study was planned primarily as a pragmatic overview and analysis of vocational, technical, and continuing education for the years 1964-1968, with a goal of determining its achievements, deficiencies, and direction in the light of priority needs. Recommendations and conclusions were derived from data relating to: (1) a 5-year analysis of enrollments and expenditures in vocational-technical and continuing education, (2) economic trends, (3) occupational training agencies, programs, and output of graduates, (4) a description of a systems approach to vocational and technical education program-planning, (5) reporting procedures and financial aid policies, (6) teacher education and certification, (7) vocational guidance services, and (8) special problems of Philadelphia and Pittsburgh. Major recommendations were for: (1) expansion of post-secondary vocational and technical education, (2) increased funding and emphasis on adult education, (3) overcoming deficiencies in health, occupations, technical education, and special needs programs for the socioeconomic disadvantaged, (4) development of an organized systematic planning procedure, (5) modernization of financial aid policies and reporting procedures, and (6) improvement in communication patterns between state and local levels. (DM)

ED039630 EA002723

DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE APPLICATION OF PLANNING-PROGRAMMING-BUDGETING SYSTEMS IN LOCAL SCHOOL DISTRICTS. PROGRAM BUDGETING NOTE 4.

Western New York School Development Council, Williamsville.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date Oct 69 Note-17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Budgeting/ Conceptual Schemes/ Data Collection/ Decision Making/ Educational Needs/ Educational Planning/ Goal Orientation/ *Models/ Pilot Projects/ *Program Budgeting/ *Program Planning/ Resource Allocations/ School Administration/ *School Districts

Identifiers-ESEA Title 3/ Planning-Programing-Budgeting Systems/ PPBS

This paper is concerned with the conceptual problems of developing an administrative planning system for local school districts. Specific planning procedures will be published later as part of a completed

PPBS model. Definitions of certain concepts lead to a "Typology of Planning Behavior," which distinguishes three levels of planning and planning behavior: (1) system planning at the political or community level, which involves the community and the school district; (2) system planning at the operational level by the school system as a whole; and (3) subsystem planning utilizing individual teachers in preparing specific objectives. System planning at the political level is primarily an explication of the community's long-range goals for education. System planning at the operational level involves a statement of more explicit objectives and the setting of target dates. Subsystem planning incorporates actual subject area programs and program elements to meet quantitatively stated objectives within a precisely defined time span. Three previous papers are: ED 028 539, ED 028 540, and ED 033 447. (DE)

ED048332 TM000390
AN EVALUATION OF COMPREHENSIVE PLANNING LITERATURE WITH AN ANNOTATED BIBLIOGRAPHY.
Temkin, Sanford
Research for Better Schools, Inc., Philadelphia, Pa.
Contract-OEC-7-7-062867-3053
Pub Date Sep 70 Note-90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administration/ *Annotated Bibliographies/ Budgeting/ Cost Effectiveness/ *Decision Making/ Economic Research/ Educational Change/ Educational Objectives/ Feedback/ Input Output Analysis/ *Management Systems/ Models/ *Planning/ Political Issues/ Program Evaluation/ Program Planning/ *Research Reviews (Publications)/ School Systems/ Student Needs/ Systems Analysis/ Systems Approach
Identifiers-*Planning Programming Budgeting Systems (PPBS)
Every administrator bears primary responsibility for planning the accomplishment of those objectives and activities that fall in his area. When responsibility is relatively restricted, the informal and intuitive methods that constitute "sound judgment" suffice. However, as his area of responsibility widens to include increasingly complex tasks more formal methods of planning and control may be needed. As, for example, when planning for or controlling whole systems of activities (such as a school district), when the activities are new or experimental, or when large sums of money are to be expended. A vast literature exists on methods of planning for systems, for "comprehensive planning." Many of the ideas and methods found in the contemporary literature are discussed and evaluated in the first part of this report. An extensive annotated bibliography follows, with five main sections covering planning process information; system-wide planning methods; system characteristics and qualities; politics, community, implementation and communications; and, finally, other relevant bibliographies. The report concludes with author and subject indexes. (Author/GS)

ED051551 88 RA003532
AN INFORMATION SYSTEM FOR A DISTRICT SCHOOL ADMINISTRATOR. OPERATION PEP/EXECUTIVE INFORMATION SYSTEMS.
Lewis, S. G.
Mitre Corp., Bedford, Mass.; Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.-M68-13
Pub Date Jun 70 Note-74p.
Available from-Mrs. Elaine Barnes, Director of Education, San Mateo Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administrative Personnel/ Budgeting/ Computers/ Data Bases/ Data Processing/ Decision Making/ *Educational Administration/ Educational Planning/ *Information Processing/ Information Services/ *Information Systems/ Management/ *Management Systems/ *Planning/ School Districts
Identifiers-ESEA Title III/ Operation PEP
This report begins with an educational administrator's view of an information system (i.e., data processing applications) and his strategy for system improvement. The document then moves to a broadly defined view of a district's information system in terms of information system dimensions and the problems normally addressed by a system improvement program. Finally, an illustration of a structured reporting system offers a more meaningful view of what the information system can do to improve the administration of the district. Funds for this research were provided by an ESEA Title III grant. (Author/RA)

ED052528 EA003595
PROGRAM BUDGETING AS AN ANALYTICAL TOOL FOR SCHOOL DISTRICT PLANNING.
Haggart, S. A.; Carpenter, M. B.
Report No.-P-4031
Pub Date Feb 69 Note-7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Budgeting/ Cost Effectiveness/ *Decision Making/ Educational Administration/ Educational Objectives/ Educational Planning/ *Management Systems/ Planning/ *Program Budgeting/ Programing/ *Resource Allocations/ School Districts/ Systems Analysis/ *Systems Analysts
A fully developed planning, programing, and budgeting system comprises more than the program budget and its financial information; it is a system of analysis intended to assist the decisionmaker in choosing among alternative courses of action for the school district programs. Its most salient feature is its usefulness as a general analytical tool for educational planning. (Author/RA)

ED055289 52 VT014172
METROPOLITAN AREA APPLICATION OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT PROGRAMS. INSTITUTE IX, VOLUME II, FINAL REPORT.
Valentine, Ivan E.; Lowery, Nelson W.
Albuquerque Technical Vocational Inst., N. Mex.; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-9-0524
Grant-OEG-0-9-150524-4520(725)
Pub Date Jun 71 Note-147p.; Part of Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58

Descriptors-Educational Administration/ Educational Needs/ *Educational Planning/ *Information Systems/ Inservice Teacher Education/ *Institutes (Training Programs)/ *Professional Education/ Research Methodology/ Simulation/ Systems Analysis/ *Vocational Education

The five papers contained in this document were written by individuals with nationally recognized expertise on the selected subjects and designated experts presented reviews of the papers during the institute. Topics include: (1) "An Assessment of Present Information Systems and Implications for Vocational Education" by Douglas C. Towne, (2) "Systems Analysis as an Instrument for Change in Urban Education" by David S. Bushnell, (3) "Long Range Planning in Vocational-Technical Education" by Joseph F. Malinski, (4) "An Overview for the Application of Community Resources Relative to Specific Educational Needs" by A.P. Garbin, and (5) "Using the Delphi Technique and Simulation Exercises in Implementing Planned Program Change in Vocational Education" by Donald Anderson. A related document, Volume I, is available as VT 014 111. (GEB)

ED061597 EA004182

PLANNING, PROGRAMMING, BUDGETING SYSTEM MANUAL FOR STATE OF CALIFORNIA SCHOOL DISTRICTS. AN EDUCATIONAL PLANNING AND EVALUATION SYSTEM. SECOND PRELIMINARY EDITION.

California State Dept. of Education, Sacramento.

Pub Date 70 Note-117p.; Prepared under the direction of the Advisory Commission on School District Budgeting and Accounting

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Budgeting/ Educational Objectives/ Educational Planning / Evaluation/ *Management Systems/ Manuals/ Planning/ Programing/ *School Districts/ Systems Analysis/ Systems Approach/ *Systems Concepts/ *Systems Development

Identifiers-California

The manual is a guide for the implementation of a planning-programing-budgeting system (PPBS) in California school districts. It offers reference material designed to further an understanding of the elements and processes of PPBS, defines terms, describes minimum initial implementation requirements, and suggests recommended forms and procedures. One section is devoted to an explanation of the intent, scope, elements, and processes of an operational PPB system and the impact of PPBS on normal school district activities. The text focuses on the implementation of a PPB system, delineating the tasks to be accomplished during the initial implementation phase. Important guidelines are also presented for those persons who function specifically in the implementation process. (Author/RA)

ED061654# EA004276

PROGRAM BUDGETING FOR SCHOOL DISTRICT PLANNING.

Haggart, Sue A., Ed.

Rand Corp., Santa Monica, Calif.

Pub Date 72 Note-298p.

Available from-Educational Technology Publications, Englewood Cliffs, New Jersey 07632 ($9.95)

Document Not Available from EDRS.

Descriptors-Budgeting/ Cost Effectiveness/ Decision Making/ Educational Objectives/ *Evaluation/ *Management Systems/ *Planning/ *Program Budgeting/ Program Planning/ Resource Allocations/ School Districts/ School District Spending

Identifiers-*Planning Programing Budgeting Systems/ PPBS

Program budgeting is more than a neat method of budgeting by program; hence it requires more than just concentration on budgeting and accounting procedures. Program budgeting, basically a resource allocations system, stresses the setting of objectives, grouping activities into programs to meet the objectives, identifying the resources required by the programs, and measuring the effectiveness of the programs in meeting the objectives. The purpose of the program budgeting effort is to provide the organized data base for the systematic selection of the preferred course of action. This means that alternative programs are evaluated in terms of their impact on present programs and in terms of their future consequences. (Author)

ED062518 VT014964

PLANNING TECHNIQUES FOR LOCAL PROGRAMS OF VOCATIONAL EDUCATION.

Malinski, Joseph F.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-Inf-Ser-63

Pub Date 72 Note-32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Decision Making/ Educational Administration/ *Educational Policy/ Federal Government/ Federal Legislation/ Management Development/ *Management Information Systems/ *Program Planning/ School Districts/ *Vocational Education

This paper presents a synthesis of the development of educational management practices, with the aim of improving communications among the various institutions providing vocational programs at the local level and the agencies providing programs support at local, state, and national levels. The planning and management cycle consists of: (1) policy planning, which is concerned with the identification, description, structuring, and evaluation of goals and objectives, (2) work planning, which is the process of determining how to accomplish a selected objective efficiently and effectively and is concerned with the immediate task of planning, organizing, scheduling, and controlling resources, (3) development of a management information system, which provides information for operations control and long range planning, and (4) development of a formalized procedure for organizing and reorganizing management information in ways that will improve policy planning, work planning, and program operating decisions. The process of planning and managing local programs will vary according to the perception of planning and program management. Awareness of the Federal laws and agencies providing support will help clarify the atmosphere in which the local planner must work. (SB)

ED062553 VT015270

AN INTEGRATED STATE AND LOCAL MANAGEMENT AND INFORMATION SYSTEM FOR OCCUPATIONAL EDUCATION IN MASSACHUSETTS. A MONOGRAPH.

Conroy, William G., Jr.

Massachusetts State Dept. of Education, Boston.

Pub Date Nov 71 Note-84p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Conceptual Schemes/ Cost Effectiveness/ Decision Making/ Educational Accountability/ Feedback/ *Information Systems/ *Management Systems/ Program Development/ Program Evaluation/ State Programs/ *Systems Development/ *Vocational Education

Identifiers-Massachusetts

To enable vocational educators to evaluate programs and account for the use of allocated resources, this monograph describes a rational decision-making process based on the Input, Process, Product, Impact conceptual structure for occupational education. In a rational management process, all management behavior is consistent with specified objectives and goals, which are modified in light of performance over time. Such a process is dependent upon a continuous flow of information which describes the goals and objectives of occupational education, the degree to which they are accomplished, and the elements which contribute to their accomplishment, all available in terms of cost, forming a foundation for accountability. The Management Information System for Occupational Education in Massachusetts is described in the document as it relates to the proposed system. (JS)

ED065662 CE VT015425

EVALUATION REPORT--AN INTERACTION SIMULATION: COORDINATED LOCAL-STATE VOCATIONAL EDUCATION PLANNING. FINAL REPORT.

Koeninger, Jimmy G.; Ward, Darrell L.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.-R&D-Ser-73 Bureau No.-BR-7-0158

Grant-OEG-3-7-000158-2037

Pub Date May 72 Note-77p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Evaluation/ *Instructional Materials/ *Leadership Training/ Program Planning/ *Simulated Environment/ State Officials/ Technical Education/ *Vocational Education/ Workshops

This evaluation report encompasses two 3-day leadership development workshops conducted for state department staff and other vocational personnel in order to evaluate a simulation leadership training package. Prior to the workshops, the training package was developed, pilot tested, and revised. During the development phase, consideration was given to developing a training package that would: (1) provide a realistic learning environment in which the planning process could be experienced, (2) generate a high degree of participant involvement, (3) increase understanding and ability to apply the planning techniques, and (4) incorporate a strategy allowing implementation with large or small as well as local or state groups. During the workshops, four instruments were used to collect evaluative data, and a summarization of the data is provided for each research question. Specific conclusions were: (1) The simulation package is equally effective for state-level administrators, supervisors, and other state-level personnel, (2) The activities generated and maintained participants' involvement and enthusiasm throughout the experience, and (3) The package did provide a realistic learning environment in which the knowledge, skills, and techniques of vocational education program planning could be applied. (Sb)

ED066815# EA004530
PLANNING-PROGRAMMING-BUDGETING CONCEPTS APPLIED TO PUBLIC SCHOOL DISTRICT FINANCIAL MANAGEMENT.
Jordon, Leland G.; Weaver, James L.
Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.
Pub Date Mar 72 Note-285p.
Available from-National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-741-409, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors-Budgeting/ Case Studies/ *Class Size/ Computers/ Cost Effectiveness/ Decision Making/ Demonstration Programs/ Economic Climate/ *Educational Finance/ Enrollment Projections/ *Management/ Models/ Program Planning/ Public Schools/ School Districts/ *School District Spending/ Trend Analysis
Identifiers-Delphi Technique/ Macro Cohort Enrollment Forecasting/ *Planning Programing Budgeting System/ PPBS
The rising cost of public education and the resulting pressures for higher local property tax rates have caused the financial management of public schools to come under increased scrutiny. This study applies planning programing budgeting systems (PPBS) to school district financial management. A program structure is described that relates all resource-consuming activities to objectives and that includes estimating relationships that model the future economic environment of the district. The study applies PPBS concepts to a school district in Dayton, Ohio. A prototype PPBS is tested and exercised on a Monte Carlo computer simulation model of the Northmont economic environment. (Author)

ED067479# VT016597
LOCALLY DIRECTED EVALUATION OF LOCAL VOCATIONAL EDUCATION PROGRAMS. A MANUAL FOR ADMINISTRATORS, TEACHERS, AND CITIZENS.
Byram, Harold M., Comp.; Robertson, Marvin, Comp.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Grant-OEG-0-8-070968-2829
Pub Date 71 Note-107p.; Third Edition
Available from-Interstate Printers and Publishers, Inc., Danville, Illinois 61832
Document Not Available from EDRS.
Descriptors-Community Involvement/ Evaluation Criteria/ Evaluation Techniques/ Followup Studies/ Program Administration/ *Program Evaluation/ Program Planning/ *Public School Systems/ *School Districts/ School Involvement/ *Systems Approach/ *Vocational Education
This manual presents the major steps in organizing, planning, and directing an evaluation of local vocational education programs using a systematic approach. The principles and practices outlined are largely based on the experiences of 33 schools in five states cooperating in demonstrations and try-outs of a system from 1963 to 1970. While most of these schools were medium-sized and smaller, ranging in K-12 enrollment from under 1,000 to 33,000, it is believed that the techniques set forth in the manual could also be used in metropolitan centers and in vocational schools and community colleges. Sections of the manual cover organizing and conducting an evaluation, utilizing resource people, studying the local program, conducting follow-up, identifying program needs, reporting information, and evaluation and program planning. The advantage of a locally directed evaluation is that the persons involved are those responsible for improvement of the program, those who must implement recommendations. (MF)

ED070137# EA004549
DETERMINATION AND COMPARISON OF OBJECTIVES IN A SCHOOL DISTRICT.
Pfeifer, Gary W.
Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.
Report No.-GSA-SM-72-12
Pub Date Mar 72 Note-126p.; M. S. thesis, Air Force Inst. of Tech; School of Engineering
Available from-National Technical Information Service, Springfield, Virginia 22151 (AD-741-452, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors-*Administrative Organization/ Administrative Personnel/ Boards of Education/ Classification/ Correlation/ Data Processing/ *Educational Objectives/ High Schools/ *Management/ Management Information Systems/ Masters Theses/ *Organization/ *Planning/ Research Methodology/ School Districts/ Statistical Analysis
Identifiers-Delphi Technique
This research was undertaken to discover the relation among the objectives of various levels of a school district. The research was limited to the high school, school district staff, and board of education. A modification of the Delphi process was used to elicit objectives. Once the objectives were developed, they were classified by central theme and matched from level to level. A comparison of the ranked matchings from one level to the next was used to determine if the objectives were related. (Author)

ED072555 EA004891
GUIDE FOR THE DEVELOPMENT OF A SCHOOL DISTRICT LONG-RANGE COMPREHENSIVE MASTER PLAN.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date 72 Note-38p.
Available from-California State Department of Education, Bureau of School Planning, 721 Capitol Mall, Sacramento, California 95814 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Census Figures/ Community Zoning/ Educational Objectives/ Enrollment Projections/ Evaluation Techniques/ *Facility Requirements/ *Facility Utilization Research/ Guides/ *Master Plans/ *Planning (Facilities)/ School Community Relationship/ School Demography/ *School Districts/ Systems Approach
Identifiers-California
This document (1) provides information and guidelines to California school districts in organizing and developing a comprehensive planning effort; (2) helps districts view a total educational system and use a systems approach to planning and problem solving; and (3) specifically helps school districts applying for State school building aid funds in satisfying the legal requirements. Suggested in this guide are some basic requirements, planning processes, and personnel involvement necessary for the development of an ongoing developmental plan. The material is presented under (1) educational program, (2) educational facilities, (3) demographic study, (4) implementation plan, and (5) evaluation plan. (Author/HLP)

ED074221 08 VT019458
INFORMATION NEEDS OF LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION. FINAL REPORT.
McCracken, J. David; Gillespie, Wilma B.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-OSU-NCD-Ser-84 Bureau No.-BR-7-0158
Grant-OEG-3-7-000158-2037
Pub Date Mar 73 Note-75p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Administrative Personnel/ Administrative Policy/ *Administrative Problems/ Administrator Attitudes/ *Decision Making/ *Information Needs/ Information Utilization/ Use Studies/ Vocational Directors/ *Vocational Education

Research findings often fail to reach key decision-makers either in the proper form or in time to assist in decision-making. Also, little is known about major problems for which local directors need information, methods of seeking information used by these decision-makers, information normally used, or the criteria employed in selecting information. The purpose of this study was to identify the critical problems of local administrators of vocational education and the information sources they utilize. Data were collected from certain local administrators, selected by a stratified random sampling technique, through the use of telephone interviews and a mail questionnaire. Major conclusions include: (1) Local administrators generally perceived little need for information for use in problem resolution, (2) Most decision-making was in the absence of an information search, (3) Respondents desired experienced people as their major information source, and (4) The major criteria for utilization of print materials were the familiarity or degree of experience of the administrator with the materials, and the content quality. (GFP)

ED074226 VT019464
CONTINUED EVALUATION OF A MANAGEMENT INFORMATION SYSTEM FOR VOCATIONAL-TECHNICAL EDUCATION. STATEWIDE EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION IN FLORIDA, VOLUME 5.
Latta, Raymond F.; Schmidt, Max L.
Florida State Univ., Tallahassee. Dept. of Educational Administration.
Spons Agency-Florida State Advisory Council on Vocational and Technical Education, Tallahassee.
Pub Date 72 Note-44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Area Vocational Schools/ Decision Making/ Educational Development/ Educational Improvement/ Educational Needs/ *Formative Evaluation/ Full State Funding/ *Management Information Systems/ *Models/ Occupational Guidance/ State Departments of Education/ *Statewide Planning/ Student Enrollment/ Systems Development/ *Vocational Education
Identifiers-*Florida State Plan

A general model for a management information system for vocational and technical education is presented for statewide planning purposes. This enrollment system was designed by the vocational division of the Florida State Department of Education to implement the recommendations of the state advisory council for vocational education. Included are these six components: (1) student data, (2) instructor data, (3) program course data, (4) space facility utilization, (5) student placement and followup, and (6) fiscal data. During the 1971 fiscal year, a large number of area vocational centers began implementing

these subsystems. In order to improve the system, vocational educators at all levels and leaders in industry must be involved. Full state funding is needed for a long-range commitment, and detailed plans at all levels must be developed. In order to provide relevant information for decision-making in vocational and adult education, a revised enrollment system should be aligned with public and private employment services, together with subsystems in industry. This document is related to four others, available in this issue as VT 019 460-VT 019 463. (AG)

ED074229 VT019481
MANAGEMENT SYSTEMS: ANSWERS TO QUESTIONS ON VOCATIONAL AND TECHNICAL EDUCATION.
McCracken, J. David; Harris, Robert E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Pub Date 72 Note-7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Coordination/ Decision Making/ *Management Systems/ Pamphlets/ *Program Administration/ Program Design/ *Questionnaires/ *Systems Development/ *Vocational Education
An explanation of management systems being utilized in vocational education, this pamphlet is designed for vocational educators, administrative personnel, project directors, and other individuals interested in this aspect of program development. Answered are these questions: (1) What are some systems and techniques that may be adapted for use in managing vocational education, (2) How may benefit-cost and cost-effectiveness analysis be used in evaluating vocational education programs, (3) What are some considerations in utilizing systems analysis, (4) What is the role of manpower forecasting in vocational educational planning, (5) What are desirable components in a manpower forecasting model, and (6) What is the difference between policy planning and work planning. The names and addresses of publishers from which the information included was obtained are listed. (SN)

ED074577# 80 EA004697
STRUCTURING EDUCATION FOR BUSINESS MANAGEMENT.
Whitt, Robert L.
Pub Date Jun 68 Note-21p.; Chapter Eleven of EA 004 686
Available from-Not available separately; See EA 004 686
Document Not Available from EDRS.
Descriptors-*Administrative Organization/ Administrative Personnel/ Centralization/ Data Processing/ *Educational Administration/ *Educational Economics/ Intermediate Administrative Units/ Maintenance / Public Schools/ Purchasing/ School Accounting/ *School Administration/ School Districts/ State School District Relationship/ *Student Enrollment/ Transportation
Identifiers-Elementary Secondary Education Act Title V/ ESEA Title V / Position Papers
Studies of school district organization generally include an examination of enrollments, average daily attendance, assessed valuation, potential and predicted growth rate, bonded indebtedness, school district boundaries, transportation, special services, and

other factors, but little concern or attention is given to the business functions because it is difficult to grapple with the nebulous concept of service. In attempting to define school business management, any tabulation of the areas of responsibility would demonstrate the lack of systematic and disciplined treatment of school business management. The problem centers around proposing criteria and guidelines for the establishment of school districts which would make possible efficient and effective school business management with economy of operation; and which would give consideration to optimum criteria for varying geographic factors. This paper aims at identifying the problems of school business administration by analyzing those services best provided with economy and efficiency and consistent with accepted practices at attendance, area, district, regional, State, and multi-State levels. Primary consideration is given to a system of functional administrative units that would provide quality programs and services efficiently and economically, through the consolidation of services, or the centralization of various administrative functions whenever feasible. (Author)

ED075947 EA005175

PLANNING-EVALUATION IN A MEDIUM-SIZE SCHOOL DISTRICT.

Giroux, Roger M.

Pub Date Mar 73 Note-38p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Behavioral Objectives/ Cost Effectiveness/ Decision Making/ Educational Administration/ *Educational Planning/ *Evaluation / Formative Evaluation/ Goal Orientation/ Management Information Systems/ *Models/ Performance Specifications/ Program Development/ *School Districts/ Speeches/ Student Needs/ Summative Evaluation/ *Systems Approach

Identifiers-School District Size

The rationale, operational framework, and implementation case study of a planning-evaluation model for a medium size school district are discussed. The system defines a management information function in the three components of planning, operations, and evaluation. The relationship among these components is presented in both diagram and narrative form. The skills needed by personnel and the objectives they are to attain are identified. A description is given of the computer-based management tools particular to each component. The purpose of the system is to provide timely and accurate information to educational managers, which allows for discrimination between alternative courses of action at any time during program development or operation. The ultimate goal of the system is to relate the benefits of a program to the costs through a well defined and specified plan of operation. (Author)

ED076130 VT019646

A GUIDE FOR LOCAL PROGRAM EVALUATION. INFORMATION SERIES NO. 73.

Edsall, Richard L.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73 Note-76p.

Available from-Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Educational Accountability/ *Evaluation Methods/ Evaluation Techniques/ *Guides/ *Program Evaluation/ Technical Education/ *Vocational Education
Designed to aid educators in organizing and conducting evaluation programs for local vocational and technical education, this pamphlet discusses ten steps on guidelines to be used in the procedures. In the order of their use, they are: (1) contacting the state vocational education department, (2) deciding how much to evaluate, (3) selecting the evaluating team, (4) deciding what to evaluate, (5) orientating the evaluation team, (6) providing materials for the evaluation team, (7) collecting and recording information, (8) reporting the results, (9) utilizing the results, and (10) writing the followup report to the evaluation team. Selected references provide a more in-depth treatment of the subject. (Author/SN)

ED078134 VT020025
LOCAL VOCATIONAL AND TECHNICAL EDUCATION SUPERVISION. INFORMATION SERIES NO. 74.
Parks, Darrell L.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73 Note-22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administrative Personnel/ Class Management/ Instructional Staff/ *Program Administration/ Program Evaluation/ *Program Improvement/ Public Relations/ Student Evaluation/ *Supervisors/ *Supervisory Activities/ Technical Education/ *Vocational Education
This publication is designed to assist local supervisors of vocational and technical education in clarifying their role and function in improving instruction. Major ideas and guidelines are presented in a discussion of: (1) the supervision process, including the role of supervision, four principles of supervision, and supervisory functions, (2) the duties and responsibilities of the supervisor with respect to program administration, classroom management and procedures, instructional staff, instructional media, research, administrative personnel, budget planning, public relations, guidance, and program and student evaluation, and (3) suggestions for evaluating supervisory results. A bibliography is included. (SB)

ED078601 EA005346
A PROGRAM BUDGETING COST MODEL FOR SCHOOL DISTRICT PLANNING.
Dougharty, Laurence A.; And Others
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-4953
Pub Date Jan 73 Note-71p.
Available from-Publications Department, Rand, 1700 Main Street, Santa Monica, California 90406 (Order No. P-4953, $3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Budgets/ Cost Effectiveness/ *Educational Planning/ Models/ *Program Budgeting/ *Program Costs/ Programing/ Program Planning/ *School Districts/ Systems Approach

This report provides a detailed description of an education program cost model designed to accept descriptions of the size and composition of resources used in a particular program and translate them into an estimate of program cost, for convenient comparison of alternatives. The model also translates ("crosswalks") the program budget into traditional format as may be required by law. At present, many school districts create a "program budget" by reversing this process, thus losing the entire program planning aspect of PPB. The Rand model described here outputs 5-year cost estimates by (1) major program area, (2) standard budget category, and (3) program cost by budget category. The program cost output uses the approach suggested by California's Advisory Commission on School District Budgeting and Accounting, where "programs" are essentially subject areas and administrative functions. Although these definitions fall short of a true program, they are far more useful than the conventional resource categories. The computer program is not discussed. (Page 5 may reproduce poorly.) (Author)

ED080656 VT019095

INFORMATION UTILIZATION BY VOCATIONAL EDUCATORS.

McCracken, J. David; Gillespie, Wilma B.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-RD-Ser-90 Bureau No.-BR-7-0158

Grant-OEG-3-7-000158-2037

Pub Date Mar 73 Note-37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Administrative Personnel/ *Guidelines/ Information Dissemination/ Information Seeking/ *Information Systems/ *Information Utilization/ Program Improvement/ Program Planning/ State Supervisors/ Teacher Educators/ Vocational Directors/ *Vocational Education/ Vocational Education Teachers

To describe the information-seeking behavior of local administrators, teacher educators, state directors, and state supervisors of vocational education, data from four previous studies were examined and user profiles were prepared for each of the four groups. The profiles contained information describing these eight dimensions of information utilization: (1) the work setting, (2) personal characteristics, (3) major professional problem areas, (4) decision-making mode, (5) information services used, (6) information sources or products used, (7) characteristics or criteria of products used, and (8) personal information sources. Guidelines for planning and improving information dissemination systems and information utilization processes were developed by project staff after examining the user profiles and the reactions, suggestions, and criticisms offered by a jury of vocational and technical educators. The guidelines are grouped into the eight dimensions describing information utilization. (SB)

ED080658 VT020285

UTILIZING MANPOWER AND FOLLOW-UP DATA: A PERSPECTIVE FOR LOCAL VOCATIONAL PLANNING.

Robertson, J. Marvin

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-75
Pub Date 73 Note-29p.
Available from-Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (one of a set, prices available upon request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Data/ Employment Statistics/ *Followup Studies/ Information Needs/ Information Services/ Information Sources/ *Information Utilization/ Manpower Needs/ Program Planning/ Research Reviews (Publications)/ *Vocational Education
Written to assist local administrators in utilizing available data to plan local vocational education programs, this publication is organized around a series of planning tasks and manpower data. As one of the important sources of planning data, manpower information is explored for its usefulness in setting goals, determining labor market needs, curriculum content, occupational guidance, and job placement for local programs of vocational education. In addition, various research studies are briefly reviewed in examining the literature for the use of follow-up data in developing priorities and making evaluation studies of local programs. (SN)

ED080665 VT020382
CAREER EDUCATION: LOCAL ADMINISTRATION OF PROGRAMS.
Smith, George N.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-94
Pub Date 73 Note-36p.
Available from-Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administrative Personnel/ *Administrative Problems/ *Career Education/ Curriculum Development/ Instructional Staff/ Organizational Climate/ *Program Administration/ Role Conflict
Identifiers-*Program Implementation
Career education has been the focus of substantial thrusts in American education, both at the national and state levels, with program development and experimentation taking place in numerous local education agencies. Intended to aid school superintendents, principals, and career education project personnel in the conceptualization and implementation of career education programs, this paper synthesizes and describes the processes and concerns involved in the local administration of career education programs. Drawing upon experiences in implementing career education in Mesa, Arizona, one of six national school-based career education sites, the following topics were reviewed as possible difficulties and areas of concern: (1) interim and task force organizational structures and linkage-related issues, (2) program staffing, including utilization of existing staff or recruiting new staff, (3) continuity of organizational operations and maintaining expertise roles, (4) role conflict and the problem of alienation of the school principal, (5) teacher issues and teacher groups, (6) community issues, particularly minority concerns, and (7) quality control importance and factors. (SB)

ED083684 EA005521
THE IDENTIFICATION AND DEVELOPMENT OF ADMINISTRATIVE COMPETENCIES. PROCEEDINGS OF A SEMINAR. (TEMPE, ARIZONA, JANUARY 16-18, 1973.)
Bieber, Fred, Comp.; Peterson, Raymond E., Comp.
Arizona State Univ., Tempe. Coll. of Education.
Pub Date Jan 73 Note-171p.; A related document is EA 005 564; 73 Administrative Competencies Seminar, Proceedings, January 16, 17, 18, 1973, Tempe, Arizona
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Administrative Personnel/ *Administrator Education/ Administrator Evaluation/ *Administrator Responsibility/ Administrator Role/ Higher Education/ Leadership Styles/ Management/ Performance Criteria/ Public School Systems/ Skill Analysis/ Standards
Identifiers-*Competency
The primary purpose of the seminar was to identify those competencies that now, and in the forseeable future, must be acquired and utilized by educational administrators to facilitate attainment of higher levels of institutional effectiveness in meeting the demands of society and the educational needs of people. The seminar was intended as a prelude to realistic modification of preservice and inservice preparation programs for school administrators. Among its immediate objectives was the aim to establish a psychologically and sociologically sound foundation for the definition of administrator competencies and for a process whereby individuals can assess the extent and quality of their own competencies. It attempted to establish a training process for the acquistion of those competencies based on the identification of diverse and innovative learning experiences, and to develop plans for participatory inservice programs, with a commitment to their implementation. (Mimeographed pages may reproduce poorly.) (Author/WM)

ED084360 CE000500
VOCATIONAL EDUCATION EVALUATION PROJECT: ANNUAL REPORT--FISCAL YEAR 1973.
Oliver, J. Dale; And Others
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Report No.-RI-80836-2; VEEP-4
Pub Date Sep 73 Note-24p.; See ED065699 for an explanation of the project and its projected growth
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Annual Reports/ *Evaluation Needs/ *Evaluation Techniques/ Information Systems/ Management Systems/ Program Content/ Program Coordination/ Program Development/ *Program Evaluation/ *Program Planning/ Public Relations/ State Programs/ *Vocational Education
Identifiers-Virginia/ *Vocational Education Evaluation Project
The primary objective of the Vocational Education Evaluation Project (VEEP) is to develop a management information system for the planning and programing of vocational education. The work has been divided into a macro-system (primarily concerned with guidelines and systematic procedures at the State level) and a micro-system (emphasizing the assessing, planning, and programing of individual vocational education programs in local schools). This report presents project accomplishments within these areas: macro-system, micro-system, local

evaluation, staffing, advisory committee, meetings with State staff, visits out-of-state, VEEP Library, presentations at meetings, meetings attended, and publications and publicity. Projected plans are outlined with emphasis on the macro-subsystem (including planning and the Vocational Education Reporting System) and the micro-system (program effectiveness and local evaluation components). The appendix lists 116 units completed during the year. (SC)

ED084648 EA005623

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON PLANNING, PROGRAMMING, BUDGETING SYSTEMS. ERIC ABSTRACTS SERIES, NUMBER TWENTY-FIVE.

American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Contract-OEC-0-8-080353-3514

Pub Date 73 Note-23p.

Available from-National Academy for School Executives, 1801 North Moore Street, Arlington, VA 22209 (Stock Number 021-00398, $2.00, Quantity Discounts)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Annotated Bibliographies/ Budgeting/ *Cost Effectiveness / Decision Making/ Educational Administration/ Educational Objectives/ Educational Planning/ Electronic Data Processing/ Intermediate Administrative Units/ *Literature Reviews/ Management Systems/ Planning/ *Program Budgeting/ *Program Planning/ Resource Allocations/ Systems Analysis/ *Systems Approach

Identifiers-*Planning Programming Budgeting Systems/ PPBS

ERIC abstracts on Planning, Programing, Budgeting Systems (PPBS), announced by this and other clearinghouses in RIE through April 1973, are presented. The key terms used in compiling this collection are "Program Budgeting," "Program Planning," and "Systems Approach." The documents concern both the philosophies and the practices of PPBS, and include models, procedures manuals, and bibliographies. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED084661 EA005640

COMPREHENSIVE PLANNING MODEL FOR EDUCATIONAL PROGRAMS.

Nevada State Dept. of Education, Carson City. Div. of Planning and Evaluation.

Pub Date Aug 73 Note-25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Decision Making/ Educational Objectives/ *Educational Planning/ *Educational Programs/ *Models/ Performance Criteria/ Problem Solving/ *Program Evaluation/ Program Planning/ Public School Systems/ *State Departments of Education/ State Programs/ Systems Approach

Identifiers-Needs Assessment/ Nevada

The existing crises in the schools show a need for some systematic method of planning that leaves little to chance or opinion and which rests more on the scientific techniques of problem solving. Although the use of a systems approach in public programs is just beginning, it seems to hold considerable promise for education. Hence, the Nevada State Department of Education has designed a model for systematic, comprehensive educational program planning and evaluation which should be applicable to educational problems at any level of operation or complexity. The model provides seven basic steps for a systematic approach to problem solving: needs assessment, problem definition, program development, program operation and evaluation, final analysis of evaluative data, dissemination, and recycle. The approach is predicated on the existence of a workable relationship between goals and objectives. (Author/WM)

ED087441 IR000185
PPBS AND THE DERIVATION OF COST/EFFECTIVENESS.
Worner, Roger B.
Pub Date Apr 73 Note-8p.; Paper presented at the Association of Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Budgeting/ *Cost Effectiveness/ Decision Making/ *Educational Accountability/ Educational Administration/ Management Systems/ *Planning/ Program Budgeting/ Program Descriptions/ Program Effectiveness/ *Programing/ *Program Planning/ Resource Allocations/ School Planning/ School Systems
Identifiers-*Planning Programming Budgeting Systems/ PPBS
Planning-programing-budgeting systems (PPBS) have borne few of the fruits that many claimed they would. This is partly due to the five following widely held misconceptions about PPBS: 1) that PPBS is primarily concerned with budgeting; 2) that PPBS should displace instructional goals; 3) that it is not necessary to attend to all elements of PPBS; 4) that existing school programs can easily be converted to PPBS; and 5) that PPBS can be implemented in a brief period. PPBS can be successful only if school systems make operational all five critical PPBS elements by articulating program goals, specifying content, acquiring and implementing program software, assessing program effectiveness, and preparing program budgets. Only then will it be possible to test the ability of PPBS to produce cost/effectiveness data to aid in decision-making concerning the allocation of scarce educational resources. PPBS will produce cost/effectiveness data, but it will require that educators recognize the inadequacies of their planning, programing, evaluation, and budgeting systems and redevelop these elements in a manner which will permit PPBS to become a functional and operational management tool. (Author/LB)

ED087442 IR000186
SCHOOL PLANNING, EVALUATION AND COMMUNICATION SYSTEM (SPECS).
Plocco, Edward C.
Pub Date Apr 73 Note-4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)
EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Budgeting/ Communication (Thought Transfer)/ Cost Effectiveness/ Educational Administration/ Management Systems/ Program Budgeting/ Program Descriptions/ *Program Evaluation/ *Program Planning/ *School Planning/ School Systems/ *Systems Approach

Identifiers-AEDS/ Association for Educational Data Systems/ CASEA/ Center Advanced Study Educational Administration/ General Learning Corporation/ *School Planning Evaluation Communication System/ SPECS/ University of Oregon

A comprehensive school planning tool is available from General Learning Corporation and the Center for the Advanced Study of Educational Administration at the University of Oregon. This School Planning, Evaluation and Communication System (SPECS) provides a deliverable system of training, implementation strategies and materials and technical support services to educational organizations interested in new planning approaches. SPECS services include systems analysis, cost accounting, program planning, goal definition and assessment. All are designed to aid schools in planning and managing their programs, and budgets, assessing student learning and instructional activities, and involving the total community in the educational effort. Field testing of SPECS indicates that it can be successfully implemented and that it will provide school districts with the ability to gather information about desired and actual inputs, processes and outputs. (LB)

ED087899 CE000990

PROGRAM EVALUATION IN VOCATIONAL AND TECHNICAL EDUCATION.

Denton, William T.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-IS-98

Pub Date 73 Note-35p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.75 HC-$1.85

Descriptors-Educational Programs/ Literature Reviews/ Models/ *Program Evaluation/ *Technical Education/ *Vocational Education

In the first section of the document the author uses reviews of selected studies to provide a cross-section of methodologies used in evaluating vocational and technical education programs. The second section takes a formal model developed for the evaluation of vocational education (Central Kentucky Research Coordinating Unit, 1972) and explains the types of information and methods which can be used to obtain the information at each phase of the model. The last section of the document provides suggestions derived from the author's experience while coordinating the evaluation of the Skyline Career Development Center in Dallas, Texas. These considerations are broken down into context and process evaluation. An epilogue, flow charts, and a 54-item bibliography are included. (For companion documents covering Facilities Evaluation, Personnel Evaluation, and Student Evaluation see CE 000 988, CE 001 153 respectively.) (Author/KP)

Journal Articles

EJ012674 EA500232
AN EDUCATIONAL SYSTEM FOR THE '70'S
Bushnell, David S. Phi Delta Kappan; 51; 4; 199-203 69 Dec
Descriptors-Curriculum Development/ *Educational Improvement/ *Educational Objectives/ Educational Planning/ Educational Research/ Individualized Programs/ *Interagency Coordination/ School Districts/ *Secondary Education/ *Systems Approach
Describes basic concepts, learner-centered educational objectives, and interagency aspects of ES'70, a comprehensive nationwide R & D program applying the systems approach to the improvement of secondary education. (JK)

EJ055440 EA502548
PMIS: A MANAGEMENT INFORMATION SYSTEM FOR LOCAL SCHOOL DISTRICTS
Fiddleman, Richard H.; Gorman, Michael M. AEDS Journal; 5; 3; 80-90 Mar 72
Descriptors-Computer Science/ Data Bases/ *Educational Administration/ Management/ *Management Information Systems/ *Management Systems/ Planning/ *School Districts
Identifiers-*Planning Management Information Systems/ PMIS

EJ073808 AA514758
PPBS - OPPORTUNITY FOR TEACHERS?
Jenkins, William A.; Lehman, Gregg O. Kappa Delta Pi Record; 9; 2; 43-4 Dec 72
Descriptors-Administrative Personnel/ *Educational Finance/ Educational Objectives/ *Educational Planning/ Educational Policy/ *School Systems/ *Schools/ Systems Approach
Calls for planning, programming, budgeting, and a systems approach in operating school systems to ward off criticisms of school policies. (DS)

EJ092199 AA517741
ADMINISTRATIVE-MANAGEMENT PLAN
Todd, Donald F. Thrust for Education Leadership; 3; 3; 25-32 Jan 74
Descriptors-*Educational Administration/ *Management Systems/ *Educational Objectives/ *Educational Improvement/ *Decentralization/ Diagrams/ Educational Accountability/ School Districts
Several major directions and requirements for improved educational effectiveness in the Cupertino Union School District were identified. (Author/RK)

EJ092360 CE500625
DOCUMENTS AND DATA FOR CAREER EDUCATION
Magisos, Joel H. Illinois Career Educational Journal; 31; 2; 38-42 W 74
Descriptors-*Career Education/ *Documentation/ *Information Systems/ Information Storage/ Information Retrieval/ Occupational Choice/ Information Dissemination/ Information Centers/ Computer Oriented Programs
Identifiers-Career Awareness
Good planning and management for career awareness, career exploration and occupational preparation require good information, both data-based and document-based. Both kinds of systems are described. Both depend upon computers to store manipulate, and retrieve information; however, wise use of information depends on the individual using it. (Author/JA)

EJ092687 EA504644
MANAGEMENT BY OBJECTIVES IN LOCAL EDUCATION AUTHORITIES AND EDUCATIONAL INSTITUTIONS (2)
Davies, J. L. Educational Administration Bulletin; 2; 1; 38-54 Aut 73
Descriptors-*Objectives/ *Management/ *School Districts/ *Educational Planning/ *Systems Approach/ Performance Criteria
Identifiers-Management by Objectives/ MBO/ Local Education Authorities/ LEA
Examines the complex combination of behavioral and technical factors which determine the successful introduction and continuous use of management by objectives. A previous article attempted to examine significant variations in the reasons why British educational organizations have used MBO, the apparent leadership styles, and the speed and effectiveness of implementation. (See Educational Administration Bulletin; v1 n1 Summer 1972.) (Author)

Projects in Progress

The project number, duration, title, investigator, and institution are cited for FY 74 projects. Objectives, procedures, and end products are described in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968.

PROJECT NO.: V0096VZ

PROPOSED BEGINNING AND ENDING DATES: June 30, 1974 - September 30, 1975

PROJECT TITLE: Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local-State System

INVESTIGATOR AND INSTITUTION: William E. Stock
Minnesota State Dept. of Education
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PROJECT NO.: V0116VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - November 30, 1975

PROJECT TITLE: Development and Implementation of a Model for a Regional Information System for Vocational Technical Education

INVESTIGATOR AND INSTITUTION: Garry R. Bice
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PROJECT NO.: V0206VZ

PROPOSED BEGINNING AND ENDING DATES: June 10, 1974 - December 10, 1975

PROJECT TITLE: Developing a System for Comprehensive Vocational Education Planning for Local Schools

INVESTIGATOR AND INSTITUTION: W. A. Rumbaugh
Kansas State Board of Education
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